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# **JUNIOR HIGH DRAMA**

## **PROGRAM OF STUDIES**

This program of studies for the Junior High Drama Program has been approved for use in classrooms during the 1988-89 school year. However, provincial implementation is scheduled for September 1989.

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## A. PROGRAM RATIONALE AND PHILOSOPHY

### RATIONALE FOR FINE ARTS

The fine arts embrace music, art and drama without obscuring their uniqueness. Each has a body of content, partly derived from tradition and partly developed from the insights and interests of those involved. Each has its own mode of expression and makes its own contribution to society, necessitating the inclusion of the arts as separate subject areas in the school program.

There are fundamental principles that apply to all three. Specifically, the student is involved as a creator, a performer, an historian, a critic and a consumer. Throughout the grades, an articulated fine arts program should enhance the depth and breadth of expression and intuitive response. The maturing student learns to appreciate, to understand, to create and to critique with discrimination products of the mind, the voice, the hand, and the body.

### PHILOSOPHY FOR DRAMA EDUCATION

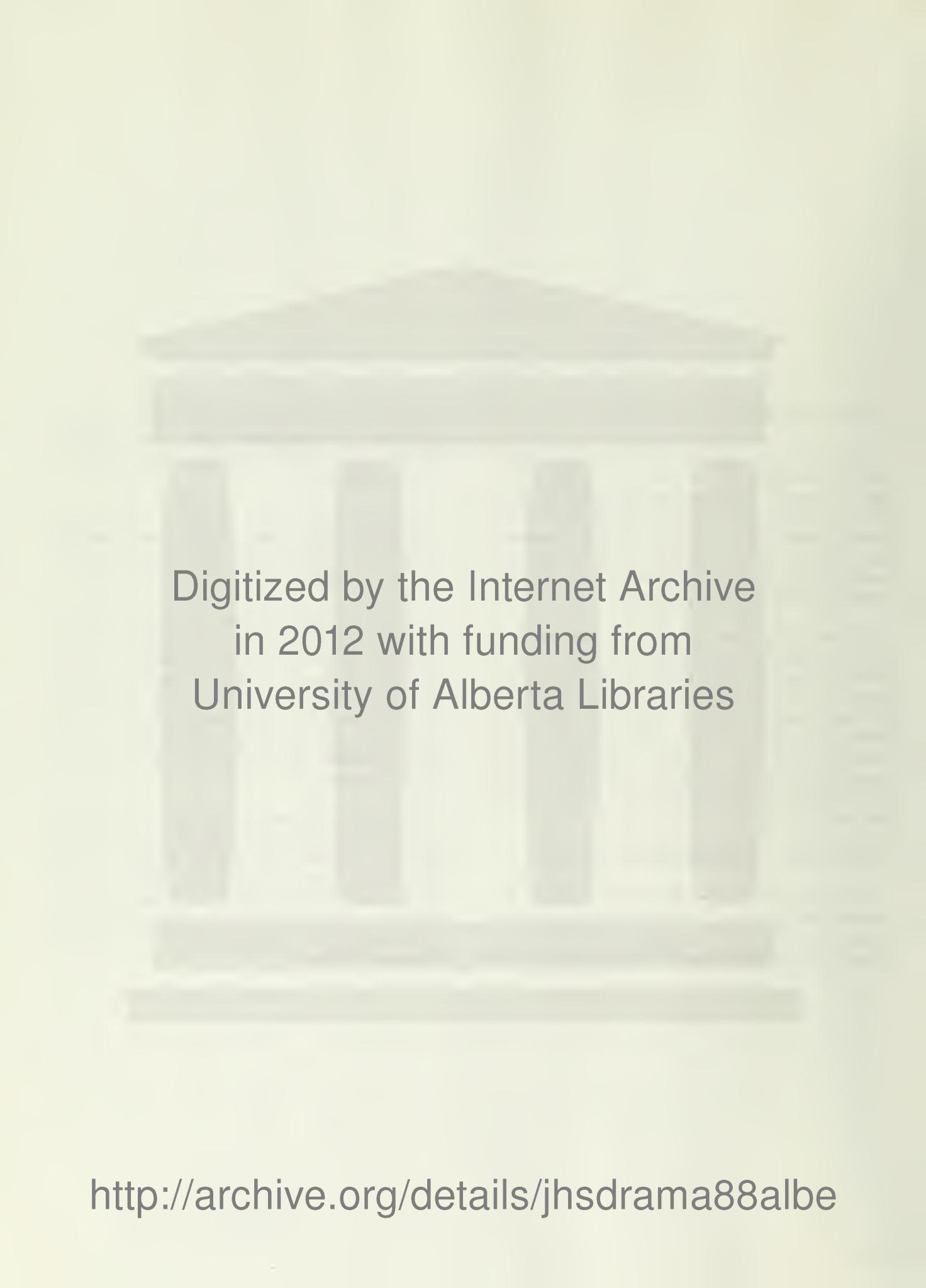
Drama is both an art form and a medium for learning and teaching. It can develop the whole person – emotionally, physically, intellectually, imaginatively, aesthetically, and socially – by

giving form and meaning to experience through acting out. It fosters positive group interaction as students learn to make accommodations in order to pursue shared goals.

The dramatic growth parallels the natural development of the student. This growth is fostered in an atmosphere that is non-competitive, cooperative, supportive, joyful yet challenging.

The overall goal of drama is to foster a positive self-concept in students by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills. The imaginative exploration involves setting up a dramatic situation, acting out that situation, communicating within that situation and reflecting on the consequences. It is this reflection that provides the knowledge for self-development.

As students progress through the dramatic forms of expression at the secondary level, greater emphasis is placed upon the development of the individual as a creator, performer, historian, critic and patron. Here, the self-development and socialization processes of the student are extended by developing an appreciation of theatre as a traditional art form.

A faint, light gray watermark-like image of a classical building with four prominent columns and a triangular pediment occupies the background of the entire page.

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## B. GOALS AND OBJECTIVES

### GOAL I

To acquire knowledge of self and others through participation in and reflection on dramatic experience.

#### Objectives

For the following concepts (C), skills (S), and attitudes (A) the student will:

- develop a positive self-image (A)
- develop self-discipline (A)
- develop self-confidence (A)
- strengthen powers of concentration (S)
- explore and develop physical and vocal capabilities (S)
- extend the ability to think imaginatively and creatively (S)
- extend the ability to explore, control and express emotions (S)
- extend development of sensory awareness (S)
- extend the ability to explore meaning through abstract concepts (S)
- develop the willingness to make a decision, act upon it and accept the results (A/S)
- develop a sense of responsibility and commitment (A)
- develop the ability to initiate, organize and present a project within a given set of guidelines (S)
- develop the ability to interact effectively and constructively in a group process (S)
- extend the ability to understand, accept and respect others – their rights, ideas, abilities and differences (S/A)
- develop the ability to offer and accept constructive criticism (S/A)

### GOAL II

To develop competency in communication skills through participation in and exploration of various dramatic disciplines.

#### Objectives

For the following concepts (C), skills (S), and attitudes (A) the student will:

- develop the body and voice as tools of communication (S)
- develop the ability to give form or expression to feelings, ideas and images (S)
- develop belief in, identification with, and commitment to a role (A)
- explore specific techniques demanded by various dramatic forms (S/C)
- become familiar with dramatic terminology and script format (C)
- become familiar with disciplines which enhance dramatic process (C)
- gain awareness of how the integration of disciplines enriches dramatic communication (C)

### GOAL III

To develop an appreciation for drama and theatre as a process and art form.

#### Objectives

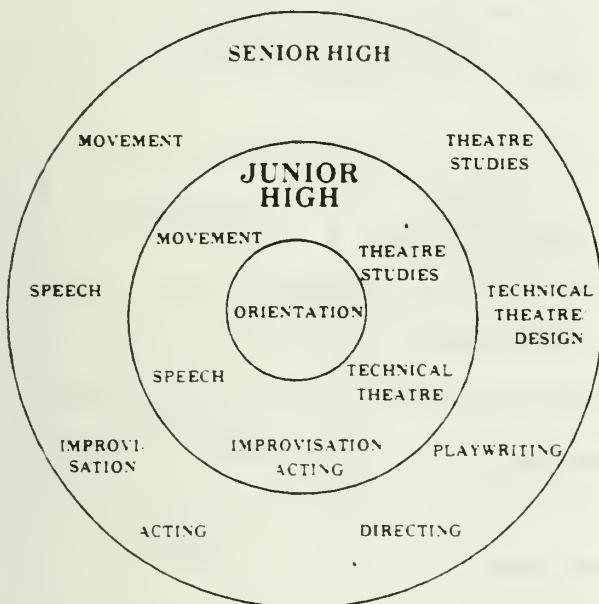
For the following concepts (C), skills (S), and attitudes (A) the student will:

- develop awareness of various conventions of theatre (C)
- develop awareness of drama and theatre by viewing as great a variety of theatrical presentations as possible (C)
- develop the ability to analyze and assess the process and the art (S)
- develop recognition of and respect for excellence in drama and theatre (A)



## C. CONTENT

### DISCIPLINES OF THE JUNIOR HIGH DRAMA PROGRAM



Orientation is the foundation of the Junior High Drama Program. It involves diagnosis of students, setting controls and routines, climate building and laying the groundwork for study in the five disciplines that will be addressed at the junior high level. Disciplines that communicate are movement, speech, and improvisation/acting. Disciplines that enhance communication are technical theatre and theatre studies.

Within the disciplines that communicate, form refers to a mode of exploration that may end in presentation. Within the disciplines that enhance communication, component refers to a possible area of study. Exploration of as wide a variety of forms and components as possible is desirable. This variety allows the teacher and student to begin work in areas of comfort and expertise, at the same time it challenges the teacher and student to investigate less familiar areas for program enhancement. Forms and components listed below are not meant to be inclusive or prescriptive.

DISCIPLINES that Communicate	Possible Forms
<b>MOVEMENT</b>	tableau, creative movement, mime, dance drama, improvised dance, choreographed dance, stage fighting, clowning, mask
<b>SPEECH</b>	storytelling, oral interpretation, choral speech, radio plays
<b>IMPROVISATION/ACTING</b>	creative drama, planned improvisation, spontaneous improvisation, theatre sports, group drama, puppetry, chorico drama, readers' theatre, story theatre, scripted work, monologues, audition pieces, collective, musical theatre, film/video

DISCIPLINES that Enhance Communication	Possible Components
<b>THEATRE STUDIES</b>	performance analysis, theatre history, the script
<b>TECHNICAL THEATRE</b>	lighting, sound, makeup, costume, set, properties, puppetry, mask, visual media, management (stage/house/business)



## SCOPE AND SEQUENCE

The Junior High Drama Program has been designed as a 75-hour course at each level. Junior high drama courses do not demand prerequisites and, in some schools, drama is not available to all grades. The Levels I, II and III correspond to the first,

second and third years of the program, typically Grades 7, 8 and 9.

By the end of the Junior High Drama Program, assuming students have moved through Levels I, II and III, students should have covered all the student learning outcomes.

Disciplines	Level I – Beginning Student Learning Outcomes	Level II – Intermediate Student Learning Outcomes	Level III – Advanced Student Learning Outcomes
	Orientation	Orientation	Orientation
MOVEMENT	1-19	20-25	26-28 →
SPEECH	1-8	9-14	15-18 →
IMPROVISATION ACTING	1-12	13-25	26-33 →
THEATRE STUDIES	1-3	4-6	7-12 →
TECHNICAL THEATRE	1-16	1-16	1-16



## **STUDENT LEARNING OUTCOMES**

### **Orientation**

Orientation is the introduction of basic concepts, skills and attitudes in drama, which should be addressed before commencing more in-depth work in the five disciplines covered in the junior high program. Orientation must be taught at all three grade levels. It is recommended that orientation be the first area of study covered. Orientation can be integrated with disciplines, or used as an approach to planning and executing the complete program.

Orientation is of utmost importance for the following reasons:

- Transition – Grade 7 is a key transitional year for students in the drama program. Orientation aids in the transition from the elementary to the junior high drama curriculum and in the transitions to Grades 8 and 9. It addresses the variety in developmental growth of early adolescents.
- Equalization – There are no prerequisites for any level of junior high drama. Therefore, it is essential that students are involved in orientation activities that help to establish a common starting point for the class, which may be comprised of students with a wide variety of experience and background.
- Diagnosis – Throughout orientation the teacher will be diagnosing the students in order to plan a program that will best meet their needs. The diagnosis done in orientation will influence the direction and focus of the drama program. Teachers may wish to step back into orientation from time to time, as the need arises.
- Motivation – Orientation should involve students in interesting, challenging and enjoyable activities that will stimulate them to participate with enthusiasm in the drama program.

The student will be able to:

- Recognize the purposes of and participate in warm-up activities.
- Communicate through use of voice and body.
- Move in a variety of ways.
- Respond to directions without breaking concentration – side coaching

- Speak, move, and generate ideas spontaneously.
- Investigate a variety of roles and situations.
- Show awareness of story sequence
- Understand that technical elements enhance verbal/physical communication.
- Recognize that there is an historical and cultural aspect of drama/theatre.
- Demonstrate awareness of the multi-disciplinary nature of drama/theatre.

### **Movement**

Movement is non-verbal physical expression. The development of a responsive and expressive body is enhanced when the movement elements of energy, focus and control work together.

### **Level I – Beginning**

The student will be able to:

1. Demonstrate understanding of and apply appropriate safety procedures.
2. Demonstrate the ability to move within personal and shared space.
3. Demonstrate the ability to relax physically.
4. Recognize the need for and demonstrate warm-up activities.
5. Move individual body parts.
6. Demonstrate proper posture.
7. Demonstrate awareness of his or her own body and its movement potential
8. Display increased freedom of movement.
9. Travel through space in a variety of ways; e.g., running, creeping and jumping.
10. Use varying speeds of movement.
11. Use directions and pathways.
12. Use levels.
13. Control focus and energy in movement and gesture.
14. Create shapes with the body.
15. Display increased balance and coordination.
16. Demonstrate freezing of movement.
17. Use movement to communicate non-verbally.
18. Create movement in response to music.
19. Translate sounds, words, images, and emotions into movement.

### **Level II – Intermediate**

The student will be able to:

20. Extend body flexibility.
21. Display clarity of movement and gestures
22. Use exaggerated movement and gestures.



- 22 Plan, repeat and combine movement patterns
- 23 Plan movement for audience visibility and special limitations.
- 24 Communicate environment, character, and situation non-verbally

### **Level III - Advanced**

The student will be able to:

- 26. Use contrast in movement.
- 27. Create and sustain mood through movement.
- 28. Coordinate movements and movement patterns with other students.

### **Speech**

Speech is the exploration of talking and speaking to meet the demands of verbal communication. It examines interpretation, the mechanisms of control of vocal delivery, and acknowledges the importance of listening critically. The focus of speech instruction in junior high is on the effective communication of ideas, rather than on the technical aspects of speech

### **Level I - Beginning**

The student will be able to:

- 1. Speak spontaneously.
- 2. Use vocal relaxation and warm-up techniques.
- 3. Use effective breathing techniques.
- 4. Use techniques of storytelling.
- 5. Recognize the need to control and protect the voice.
- 6. Use volume appropriate to situation.
- 7. Create vocal sound effects to explore voice potential.
- 8. Understand volume, articulation, projection, rate, pause, phrasing, pitch and intonation.

### **Level II - Intermediate**

The student will be able to:

- 9. Use volume, articulation and projection to achieve clarity.
- 10. Demonstrate effects of intonation, rate, pause and phrasing on the meaning of words.
- 11. Use pitch to effect quality of voice production.
- 12. Use a stage whisper.
- 13. Use voice to communicate mood and emotion.
- 14. Use a variety of character voices.

### **Level III - Advanced**

The student will be able to

- 15. Demonstrate the effect of character on oral interpretation.
- 16. Use movement and gesture to clarify and enhance speech and character.
- 17. Determine personal pitch, rate, volume, intonation and vocal qualities through critical listening.
- 18. Apply speech skills in a variety of speaking situations.

### **Improvisation/Acting**

Improvisation/acting is the "acting out" of an idea or situation using spontaneous improvisation, planned improvisation and text. Spontaneous improvisation involves unplanned action and/or dialogue. Planned improvisation involves planned, rehearsed or polished action and/or dialogue. Text refers to written material.

### **Level I - Beginning**

The student will be able to:

- 1. Use warm-up techniques for preparation of body, voice and mind.
- 2. Respond to directions without breaking concentration – side coaching
- 3. Demonstrate the ability to be still.
- 4. Create experiences through imaging, visualizing and fantasizing.
- 5. Create and tell a story spontaneously.
- 6. Understand and apply the essential elements of a story: character, setting, conflict, climax and plot.
- 7. Use stage vocabulary: stage areas, body positions and crosses.
- 8. Practise appropriate rehearsal behaviours and routines.
- 9. Demonstrate a clear beginning, middle and end in spontaneous and planned scenes.
- 10. Use essential story elements in spontaneous and planned scenes.
- 11. Create a dramatic situation in response to varied stimuli: objects, pictures, music.
- 12. Make logical choices within the boundaries of situation and character.



## **Level II - Intermediate**

The student will be able to:

13. Recognize the techniques of offering, accepting, advancing and blocking.
14. Use varied stimuli for character development.
15. Use the body and body language to enhance characterization.
16. Demonstrate economy in movement and speech.
17. Select and use language appropriate to a given character and situation.
18. Use voice variety to enhance a character.
19. Discover how feelings affect a character.
20. Enter and exit in character.
21. Sustain a character throughout an exercise or scene.
22. Create business appropriate to character and situation.
23. Demonstrate understanding of character motivation.
24. Recognize that relationships exist between characters in given situations.
25. Demonstrate understanding of focus and the processes of sharing, giving and taking.

## **Level III - Advanced**

The student will be able to:

26. Pick up cues effectively.
27. Identify and create a believable emotional build.
28. Use contrast such as dramatic elements (movement and stillness, light and dark, sound and silence) and groupings (solo and group) in scenes.
29. Use improvisational skills in exploration of text.
30. Analyze text for meaning and character development.
31. Recite text from memory.
32. Rehearse, polish and present text.
33. Critique the work of self and others through observation of specific details.

## **Theatre Studies**

Theatre studies is the introductory exploration of selected elements of drama and theatre that foster an appreciation of theatre as an historical and cultural art form. Within this discipline, the student will examine the following components: performance analysis, theatre history, the script.

## **Level I - Beginning**

The student will be able to:

1. Demonstrate understanding of the need for analysis of the work of self and others.
2. Identify specific criteria to assess a presentation.
3. Verbalize and write a review.

## **Level II - Intermediate**

The student will be able to:

4. Recognize that drama exists in every culture.
5. Recognize that theatre is a mirror of society.
6. Show awareness of selected periods and playwrights.

## **Level III - Advanced**

The student will be able to:

7. Define the elements of script, dialogue, directions, characters, and settings.
8. Demonstrate understanding of directions used in a script.
9. Read a script aloud.
10. Demonstrate understanding of the concept of dramatic convention.
11. Demonstrate understanding of plot structure.
12. Analyze a script to identify character, setting and plot.



## Technical Theatre

Technical theatre is the appropriate selection, construction, and manipulation of those staging variables that visually and aurally support the performer and the needs of the production. Students will demonstrate the technical theatre student learning outcomes through a different component at each level. Possible components of study include: lighting, sound, makeup, costume, set, properties, puppetry, mask, visual media, and management (stage/ house/business).

### **Levels I, II, III – Beginning, Intermediate, Advanced**

#### **Awareness**

The student will be able to:

1. Recognize the basic terminology associated with the component being studied.
2. Demonstrate understanding of the basic functions of the component being studied.
3. Show awareness of the importance of research.
4. Show awareness of available resources pertaining to the component being studied; e.g., supplies, libraries and theatre companies.
5. Demonstrate understanding of the various conventions of the component being studied.

#### **Readiness**

The student will be able to:

6. Demonstrate understanding of the importance of planning and organization.
7. Select a project appropriate to the component being studied.
8. Understand the use of colour, shape and texture to achieve a desired effect.
9. Use sketching to explore ideas for the project.
10. Use appropriate methods and tools for designing the project; e.g., makeup chart, cue sheets, working drawings.
11. Arrange and sequence time, ideas, information, materials and/or personnel for achievement of the project.

#### **Application**

The student will be able to:

12. Demonstrate understanding of and apply appropriate regulations, procedures and precautions to ensure safe working conditions.

13. Determine and acquire necessary supplies or substitutes to construct the planned project.
14. Use appropriate tools and skills to assemble or construct the planned project.
15. Use the project.
16. Demonstrate the integration of technical theatre with other disciplines in order to enhance dramatic communication.

## **REQUIRED/ELECTIVE COMPONENTS**

The **required** component encompasses the concepts, skills and attitudes that all students should be able to acquire at each level.

The **elective** component provides opportunities to adapt and enhance the required portion of the program to meet the diverse needs and capabilities of individual students. It encourages the adaptation of content, teaching strategies, instructional time, evaluation activities and learning resources to meet specific individual student and/or group needs. The elective component provides for enrichment and additional assistance to individual students as necessary.

The time allotment for the elective component of the Junior High Drama Program shall be 30 percent of the instructional time.

Appropriate selection of forms, components and activities should be made, keeping individual needs and interests of students in mind. One might consider expanding the elective component through the study of additional forms and components. Possible activities might include: self-initiated projects, self-directed studies, research, peer teaching, exploration of themes, establishment of specialist crews, integrations with other school programs, guest artists/experts, student mentors, attending performances, critiquing outside performances, films/videos, extra-curricular workshops, festivals, skill extensions, career awareness, touring, assisting the community, field trips.



## D. LEARNING RESOURCES

### BASIC LEARNING RESOURCES

No learning resources have been authorized as basic for the Junior High Drama Program.

### RECOMMENDED AND SUPPLEMENTARY LEARNING RESOURCES

Recommended and supplementary learning resources are identified in the curriculum support documents.

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